DOCUMENT RESUME

ED 251 819 CS 007 878

TITLE Reading and Study Skills and Instruction--Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 84

NOTE 8p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Computer Assisted Instruction; *Content Area Reading; Doctoral Dissertations; Elementary Secondary Education; Program Evaluation; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Strategies; Recall (Psychology); Study Skills; Teaching Methods

IDENTIFIERS Prereading Activities; SQ3R Study Formula

ABSTRACT

This collection of abstracts is part of a continuing series providng information on recent doctoral dissertations. The 9 titles deal with the following topics: (1) the effect of subject and training variables on the SQ3R study method; (2) the effects of affective-oriented and cognitive-oriented prereading instruction on seventh grade students' reading comprehension; (3) a metacognitive generative strategies approach to reading comprehension enhancement; (4) the effects of a priming activity on the reading comprehension of a science passage of low prior knowledge subjects; (5) the effect of teaching top-level structure on comprehension and recall of expository text; (6) the interaction of cognitive and affective factors of computer-assisted instruction in secondary school reading; (7) an evaluation of 12 criteria reflecting good junior high/middle school reading programs; (8) the effects of two types of prereading performance of middle school students; and (9) the use of supplemental reading with middle school science/social studies curricula to promote voluntary reading and provide for individual differences. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251819

Reading and Study Skills and Instruction: Secondary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1984 (Vol. 45 Nos. 1 through 6).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 007 878

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1984 by University Microfilms International) and may not be reproduced without their proper permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Butler, Thomas Henry
EFFECT OF SUBJECT AND TRAINING VARIABLES ON THE SQ3R STUDY METHOD

Gransee, Margaret Mize
EFFECTS OF AFFECTIVE-ORIENTED AND COGNITIVE-ORIENTED PRE-READING INSTRUCTION ON SEVENTH GRADERS' READING COMPREHENSION

Kelly, Leonard Richard
READING COMPREHENSION ENHANCEMENT: A META-COGNITIVE GENERATIVE STRATEGIES APPROACH

Lloyd, Carol Vern
THE EFFECTS OF A PRIMING ACTIVITY ON THE READING COMPREHENSION OF A SCIENCE PASSAGE OF LOW PRIOR KNOWLEDGE SUBJECTS

Navarre, Mary Margaret
EFFECT OF TEACHING TOP-LEVEL STRUCTURE ON COMPREHENSION AND RECALL OF EXPOSITORY TEXT

Porinchak, Patricia Moran
COMPUTER-ASSISTED INSTRUCTION IN SECONDARY SCHOOL READING: INTERACTION OF COGNITIVE AND AFFECTIVE FACTORS

Seider, Susan Nancy
A STUDY EVALUATING TWELVE CRITERIA REFLECTING GOOD JUNIOR HIGH/MIDDLE SCHOOL READING PROGRAMS

Smyth, Thomas James Campbell, Jr.
THE EFFECTS OF TWO TYPES OF PRE-READING PERFORMANCE OF MIDDLE SCHOOL STUDENTS

Wier, Elizabeth Avery
A STUDY ON THE USE OF SUPPLEMENTAL READING WITH A MIDDLE SCHOOL SCIENCE/SOCIAL STUDIES CURRICULUM TO PROMOTE VOLUNTARY READING AND PROVIDE FOR INDIVIDUAL DIFFERENCES

EFFECT OF SUBJECT AND TRAINING VARIABLES ON THE SQ3R STUDY METHOD

Order No. DA8405147

BUTLER, THOMAS HENRY, ED.D. *Arizona State University*, 1983. 159pp.

This two-phase study examined the effect of training time, reading ability and study orientation on high school students' scores on a test of textbook content studied by the SQ3R method (Survey, Question, Read, Recite, Review). Phase 1 used a non-equivalent pretest-posttest control group design. Phase 2 used equivalent groups and no pretest.

Phase 1. Students from three non-equivalent classes of ninth grade physical science were administered standardized tests of general reading ability, literal comprehension and scanning. One group received two and another group received seven class periods of instruction and practice in SQ3R. A control group received no study skills instruction or practice. After treatment, subjects studied an unfamiliar chapter from a biology textbook and were then administered an experimenter-constructed multiple-choice test of the chapter contents (TCA). Two weeks later the same TCA was readministered to assess retention.

Phase 2. Treatment and data collections were similar. The changes were: subjects were eleventh grade history students; they were administered a cloze-type TCA on a history text chapter: a measure of study habits and attitudes was taken: subjects were classified as either HI or LO in reading skills and study orientation.

Results. The control group in Phase 1 scored significantly higher ($p < 0.05$) than both experimental groups on the delayed TCA. The control and seven-periods SQ3R groups in Phase 2 scored significantly higher than the two-periods SQ3R group on the delayed TCA. HI-scoring readers, comprehenders and scanners scored significantly higher on the immediate TCA than did LO-scorers. HI-readers and HI-comprehenders outscored LO-readers and LO-comprehenders on the delayed TCA. There were no main effects for HI-/LO-study orientation and no interaction effects between subject and training variables.

Conclusions. Neither two nor seven class periods of SQ3R training improve high school students' scores on tests of comprehension and retention of science or history textbook content; neither HI- nor LO-ability readers appear to benefit from seven periods or less of SQ3R instruction; high school students' ability to study and retain textbook content appears dependent upon reading ability.

Recommendations. To improve study effectiveness reading comprehension, not study methods, should be taught. The metacognitive aspects of the Question step should be investigated. SQ3R notes should be analyzed and compared to criterion test scores.

EFFECTS OF AFFECTIVE-ORIENTED AND COGNITIVE-ORIENTED PRE-READING INSTRUCTION ON SEVENTH GRADERS' READING COMPREHENSION

Order No. DA8409609

GRANSEE, MARGARET MIZE, ED.D. *North Carolina State University at Raleigh*, 1983. 126pp. Supervisor: Barbara J. Fox

The purpose of this study was to explore the effects of three pre-reading treatments, affective- and cognitive-oriented pre-reading instruction and passage reading without instruction, on seventh graders' comprehension of three pre-reading treatments. The two instructional approaches were derived from schema theory. It was postulated that the three treatments would result in differential effects on the comprehension of students of high and low reading ability, and on literal and inferential comprehension. It was further postulated that the affective treatment, designed by the experimenter to help students perceive connections between themselves and the contents of social studies passages, would improve inferential comprehension.

Subjects were 61 seventh graders from a Raleigh, North Carolina middle school. To determine high and low reading levels, scores from the *California Achievement Test* were used. Students were randomly assigned to 12 treatment groups in a design which counterbalanced passage and treatment order. The same sequence was followed with each group. After the treatment, each subject was required to read silently a 700-word passage and answer ten multiple-choice questions designed by the experimenter to investigate literal and inferential comprehension of the passages. One week later 24 of the subjects were again tested for passage comprehension with multiple-choice questions.

Data analyses were carried out using analysis of variance procedures. Regardless of treatment condition, high ability readers consistently outperformed low readers. No other significant effects or interactions ($p > .05$) were found to support the hypotheses concerning effects of treatment on comprehension.

The findings are discussed within the framework of schema theory, with the explanation offered that inappropriate, interfering schemata may have been activated by the instructional treatment in some cases. It is recommended that further research take into consideration treatment intensity and problems posed by the Hawthorne effect and sampling error, and that an instrument be used to select test passages which are amenable to affective-oriented and cognitive-oriented instruction. Such research could lead to improvements in reading comprehension instruction.

READING COMPREHENSION ENHANCEMENT: A METACOGNITIVE GENERATIVE STRATEGIES APPROACH

Order No. DA8411879

KELLY, LEONARD RICHARD, ED.D. *University of California, Los Angeles*, 198[illegible]. 220pp. Chair: Professor Merlin C. Wittrock

Individual assignment at random was used to assign 262 eighth grade participants to four instructional treatments. The training was performed in nine 45-minute lessons for each of the first three treatments. The first treatment trained learners in metacognitive generative verbal reading comprehension strategies. The second treatment trained learners in metacognitive generative imaginal comprehension strategies. The third treatment provided learners with the practice readings included in treatments one and two, but asked participants to use the strategies they normally use to study for a test. The fourth treatment was the control treatment and received only a pretest and posttest. Treatments 1, 2, and 3 were self-instructional in nature. Participants in the control condition were involved in the normal reading curriculum in their schools. A reading comprehension pretest and posttest was administered to all participants.

It was hypothesized that both metacognitive generative strategies treatments would be superior to similar instruction that did not utilize strategies training. Using ability as a covariate, analyses of covariance for low, average, and high ability readers indicated that treatment effects were demonstrated at the average ability level. Planned comparisons of mean differences revealed that only the metacognitive generative verbal strategies training was favorably statistically significant to the control procedure. Multiple regression analyses were performed for the overall sample and each of the treatment and ability levels. Ability proved to be the best predictor in the overall model and in each of the treatment groups. The self-appraisal of learning, as an indicator of metacognitive awareness, emerged as the only significant predictor for the average reading ability sample. This result reflected a self-awareness of learning component in the same group that treatment effects proved significant.

THE EFFECTS OF A PRIMING ACTIVITY ON THE READING COMPREHENSION OF A SCIENCE PASSAGE OF LOW PRIOR KNOWLEDGE SUBJECTS

Order No. DA8415073

LLOYD, CAROL VERN, PH.D. *The University of Arizona*, 1984. 175pp. Director: Dr. John M. Bradley

Investigates the effects of a priming activity on the reading comprehension of a science topic for subjects with low prior knowledge about that topic and/or for subjects with misconceptions about the topic. The priming activity taught concepts that science experts identified as being prerequisite to understanding the reading passage. Theoretically, this study emanates from schema theory. That is, readers' comprehension is believed to be affected by inadequate or inappropriate background knowledge.

140 eighth grade science students were administered a 32 item researcher-developed multiple choice test to assess prior knowledge of the topic, photosynthesis. Of these, 99 were identified as having low prior knowledge of the topic and were thus selected as subjects for the study. The quality of their prior knowledge was also assessed

by this instrument; the distractors to many of the items were misconceptions about the topic.

Procedures included the pretest, a videotaped priming activity, an intervening task, a 920-word silent reading passage, and a posttest. The target priming activity and passage were about photosynthesis. A placebo priming activity and passage were about heredity. Subjects were randomly assigned into one of four treatment conditions: (1) target priming activity + target passage, (2) target priming activity + placebo passage, (3) placebo priming activity + target passage, or (4) placebo priming activity + placebo passage.

The dependent variable was a 32 item multiple choice test (identical to the pretest) about photosynthesis. Three question types were included: (1) textually explicit, (2) textually implicit, and (3) scriptally implicit items.

The data were analyzed using a hierarchical regression model. Separate analyses were performed with the total and component parts of the posttest as the dependent variable: total posttest score, textually explicit score, textually implicit score, and scriptally implicit score. Another descriptive analysis was performed on the questions containing misconception data.

Results indicate that a lesson which teaches prerequisite concepts does not significantly affect the reading comprehension of students with low prior knowledge. Of the three question types, the priming activity had a significant effect on scriptally implicit questions. There was no effect due to priming activity on textually explicit or textually implicit questions. A problem with test items precluded any results about misconceptions.

EFFECT OF TEACHING TOP-LEVEL STRUCTURE ON COMPREHENSION AND RECALL OF EXPOSITORY TEXT

Order No. DA8414678

NAVARRE, MARY MARGARET, ED.D. *Boston University*, 1984. 173pp. Major Professor: Thomas E. Culliton, Jr.

This study investigates the effect of teaching students at the sixth and tenth grade levels, a method of text analysis which is relevant to the comprehension and recall of expository text.

Pretests, consisting of four alternating passages on different topics, were administered to all groups prior to treatment. Subsequent treatment for a three-week period consisted of instructions in the recognition and utilization of top-level organizational patterns. This treatment was given to the experimental groups only while the control groups were taught in the traditional manner. Following the period of treatment, posttests comparable to the pretests were administered. Approximately two weeks later, delayed posttests, identical to the pretest, were given.

Analysis of covariance revealed a statistically significant result for those receiving treatment at both grade levels. This improvement did not persist over the two-week period for the sixth grade but it did have a lasting effect on the tenth grade. No one of the four types of top-level organizational patterns emerged as superior to another in aiding recall. Rather, the effect was for total score. There was no interaction effect between rated reading ability and benefit of treatment. In general, those who were rated with high ability in grade 6 remained high on written recall protocol scores; those rated average remained average and those rated low remained low. Although all written recall protocol scores improved, the relative ratings remained the same. Reliable ratings of ability were not available for grade ten.

It is concluded that teaching students to recognize and utilize an author's top-level organizational pattern is an expeditious method of improving comprehension and recall of expository text. The method appears to be more beneficial to older students over a period of time and holds promise as a practical way to improve reading skills in the content areas.

COMPUTER-ASSISTED INSTRUCTION IN SECONDARY SCHOOL READING: INTERACTION OF COGNITIVE AND AFFECTIVE FACTORS

Order No. DA8410506

PORINCHAK, PATRICIA MORAN, ED.D. *Hofstra University*, 1983. 176pp.

The major purposes of this investigation were: (1) to study the impact of computer-assisted instruction (CAI) on reading achievement at the secondary level; (2) to investigate the impact of CAI on attitudes toward reading and self-concept of secondary students; (3) to determine whether the impact of CAI is responsive to the learner's level of intelligence; and (4) to evaluate learner preference regarding mode of instruction.

The sixty-five original subjects in the study were selected on the basis of intelligence test scores obtained on the Wechsler Intelligence Scale for Children-Revised and reading test scores extracted from their educational records. They were placed into either an average or below average group based on intelligence test scores and shared the common factor of a reading disability.

Instruments used to measure the three dependent variables were the Metropolitan Reading Survey, Intermediate Level, Form KS; Student Views on Reading; and The Piers-Harris Children's Self-Concept Scale. A semantic differential scale was used to assess attitude toward mode of instruction. Test data were subjected to t-tests and analyses of covariance. In each of the analyses main effects and interaction were tested for significance at the .10 level. It was hypothesized that CAI would result in significant gains for average and below average subjects on the three dependent variables, and that the computer would be preferred as a mode of instruction.

Major findings showed that (1) main effect was significant (.05) with regard to reading achievement of the average group. (2) Main effect was not significant with regard to CAI treatment and reading achievement. (3) Interaction was not significant with regard to reading achievement, CAI treatment, and intelligence. (4) Main effect and interaction were not significant with regard to attitude toward reading, CAI treatment, and intelligence of subjects. (5) Main effect and interaction were not significant with regard to self-concept, CAI treatment, and intelligence of subjects. (6) There was a significant (.10) difference with regard to learner preference toward mode of instruction wherein the computer was preferred.

CAI and traditional methods appeared to be equally effective for the average student. For the below average student CAI appeared to be more effective but not significantly so.

A STUDY EVALUATING TWELVE CRITERIA REFLECTING GOOD JUNIOR HIGH/MIDDLE SCHOOL READING PROGRAMS

Order No. DA8419669

SEIDER, SUSAN NANCY, D.ED. *The Pennsylvania State University*, 1984. 203pp. Adviser: Mary M. Dupuis

In an attempt to facilitate the upgrading of Pennsylvania reading programs and comply with state regulations to evaluate those programs, an evaluation/interpretation system was devised. The Keystone State Reading Association's (KSRA) "Twelve Criteria for Evaluating Junior High/Middle Schools' Reading Programs" (with program, students, parents, materials, staff qualifications and roles, and evaluation of students and program components) were used as a basis for the evaluation. Results of nine schools' 1981 Department of Education's (PDE) Educational Quality Assessment Test (EQA) scores were used. EQA scores assessed each school's predicted range on goals (and specifically that of reading) and these test results were used to compare degree of implementation by each school on the KSRA Criteria, as reflected by responses on a questionnaire completed by nine schools' faculties and administrators.

A large majority (93%) of 26 surveyed experts (college and university professors affiliated with the International Reading Association and published in the field) coupled with an extensive

literature search confirmed that KSRA Criteria represented elements of good reading programs. In addition, an observable relationship was found to exist between dimensions associated with the criteria (teaching techniques, program and physical/environment characteristics, and professional standards) and reading achievement. Eighteen separate questions reflecting ten criteria, when positively implemented, were found to have high predictability for reading achievement. It appeared that higher achieving schools implemented more criteria than lower achieving schools. In addition, three criteria were found to be associated with higher achieving schools. They included: schools exposing students to a variety of reading materials and purposes; schools following the Pennsylvania Comprehensive Reading Communication Arts Plan (PCRP); and schools developing positive views through success in reading. Data pooled on faculty implementation of criteria revealed that "core" subject teachers (math, science, social studies, and English) generally tended to implement criteria more often than did other staff. Discrepancies became evident regarding degree of claimed implementation of criteria than the teachers claimed they did. Finally, it was found that reading specialists generally do not act as resource persons, nor do they frequently team plan with content teachers.

THE EFFECTS OF TWO TYPES OF PRE-READING INSTRUCTIONAL ACTIVITIES ON THE READING PERFORMANCE OF MIDDLE SCHOOL STUDENTS

Order No. DA8409329

SMYTH, THOMAS JAMES CAMPBELL, JR., PH.D. *University of South Carolina*, 1983. 117pp.

The purpose of this study was to investigate the relative effects of two types of pre-reading activities on the reading performance of middle school social studies students. The pre-reading activities were (1) conceptual in nature, as embodied by the advance organizer, and (2) psycholinguistic in nature, as embodied by the anticipation guide. The study was designed to determine whether a particular type of pre-reading activity had any effect on immediate and delayed learning at literal and inferential levels of comprehension.

The sample consisted of 123 seventh graders from two middle-school social studies classes in the school district of Aiken, South Carolina. One group of students was provided the conceptual type of pre-reading activity, a second group was provided the psycholinguistic type of pre-reading activity, and a third group (control) was provided *no* pre-reading activity. All subjects then read a similar passage, followed by an immediate test and a delayed test; the comprehension measure was composed of both literal and inferential types of questions.

Three main effects hypotheses and four interaction hypotheses were tested using the analysis of variance technique. A statistically significant interaction was found between occasion of measurement (immediate/delayed) and type of question (literal/inferential). Furthermore, the conceptual group tended to perform better on inferential items. The psycholinguistic group tended to perform better on explicit items overall.

The use of advance organizers seems to hold some promise for development of inferential comprehension in the classroom. Likewise, the anticipation guide has a positive effect on development of literal comprehension.

Future research might consider an examination of various modifications of pre-reading activities and their effects on a variety of types of students in different settings.

A STUDY ON THE USE OF SUPPLEMENTAL READING WITH A MIDDLE SCHOOL SCIENCE/SOCIAL STUDIES CURRICULUM TO PROMOTE VOLUNTARY READING AND PROVIDE FOR INDIVIDUAL DIFFERENCES

Order No. DA8420985

WIER, ELIZABETH AVERY, PH.D. *University of Delaware*, 1983. 280pp. Professor in Charge: William E. Pulliam

This study was conducted to determine whether a series of short, high interest readings developed to supplement a middle school social studies/science textbook: (1) would increase students' voluntary reading of lesson-related materials; and, if students read the materials; (2) what factors promoted the reading; (3) whether readers of the materials increased their knowledge of topics under study; and (4) whether the materials assisted teachers in providing for individual differences. The supplemental readings/booklets were field tested with the textbook in 10 middle school classrooms. Two types of control groups were used to determine the answer to question three. Methods of data collection included: classroom observation; teacher interviews, questionnaires, and logs; student questionnaires; and pre- and posttests on the booklets.

With regard to question one, the findings indicated students did increase their voluntary reading of lesson-related materials by reading the booklets, but the number of booklets read varied greatly among classes and among students. "Widespread reading" occurred in six classes.

Regarding question two, findings showed factors which promoted reading included characteristics: (1) of the booklets; (2) of individual students (multiple regression procedures indicated that grade level, teacher/classroom effect and reference skill scores on the CAT were significant predictors of numbers of booklets read); and (3) of classes (an interaction of grade level and class achievement level appeared to influence amount read). In addition, certain aspects of the teachers' management of the booklets promoted reading.

Question three findings showed that although T-tests indicated that the field test group made significant increases in posttest scores regardless of whether they read the booklets, the T-tests and correlations also suggested that students who augmented their study of the text by reading booklets made greater increases than those who did not read the booklets. The control group in which some student read booklets but none studied the text showed little evidence of increased test scores with increased reading. The control group that neither studied the text nor read the booklets made no significant gains on the posttest scores.

As to question four, the findings indicated that the supplemental booklets were generally a practical way of helping a majority of field test teachers to provide for individual differences in students' reading interests, achievement levels and attitudes. In addition, the booklets helped several of the teachers provide for students with spare time in class.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042